

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17,200 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,200 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,200 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p> | 60% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 60% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 60% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | Yes |

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | | Total fund allocated: £17,200 | | Date Updated: 14.07.23 | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> | | | | | <p>Percentage of total allocation: £13,650 = 79%</p> |
| Intent | Implementation | | Impact | | |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> | |
| <p>Ensure there are multiple opportunities for children to be physically active throughout the school day, in addition to the PE curriculum.</p> | <p>Further playground equipment, PE resources purchased for EYFS, KS1 and KS2. These are accessible each playtime and lunchtime.</p> | <p>£1000</p> | <p>Children have more equipment to play with and be more active.</p> | <p>Targeted lunchtime/ after school clubs for least active, vulnerable children and sports teams. Meet with children to discuss (pupil voice) Set up Playground Pals.</p> | |
| <p>Achieve the 30 active minutes for all pupils.</p> | <p>Purchase large apparatus to encourage physical activity and develop core strength in EYFS/ KS1 and KS2.</p> | <p>£4650</p> | <p>Children’s core strength has developed. Evidenced in data. Significant rise in EYFS attainment meeting ARE (gross motor)</p> | <p>On-going reviews for clubs and adjust as required. Retraining of Playground Pals and other sports leaders.</p> | |
| <p>Promote a love of learning and enjoyment in physical activity.</p> | <p>Woodland walks are linked to the science and geography curriculum for all of KS1.</p> | <p>£0</p> | <p>New resources evidently used on a daily basis.</p> | <p>Set up weekly challenge with ‘Sports Ambassadors’</p> | |
| <p>Promote knowledge and understanding of physical activity and healthy living.</p> | <p>Engage with external agencies to deliver healthy lifestyle programmes and to sign post children and families to out-of-school activities.</p> | | <p>All children are able to access new resources to keep active for 30 minutes per day.</p> | <p>FLO (Family Liaison Officer) to continue to work with mental health support team to signpost families to external agencies, supporting healthy lifestyles and mental wellbeing.</p> | |
| <p>Engage the least active children in physical activity and give these children opportunities to participate by leading group sessions and supporting after</p> | <p>Team of sports leaders introduced to deliver lunchtime activities to both KS1 and KS2 children.</p> | | <p>Class Marsden (Y3/4) have benefited from GULP (Give Up Loving Pop) lessons for half a term, looking at the positive impact of healthy</p> | | |

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| school clubs. | Daily wake and shake. Sports assistants are trained by staff to support and deliver activities during after-school clubs. | | lifestyles and physical activity on a daily basis. Woodland walks linked to science and geography curriculum have enabled the children to use our local environment and to support their physical development alongside geographical skills. | Replenish old stock. |
| Enable more children to meet national curriculum requirements for swimming and water safety. | Additional provision for swimming over and above the national curriculum requirements. | £8000 | The percentage of children currently in Year 5 meeting the national expected standard for the end of Year 6 is continuing to increase from previous years. This is through the additional funding. Children in 3 year groups attend swimming lessons. | Review the percentage of children in Y6 next academic year meeting swimming standards. Book booster sessions for children identified as falling behind in the summer term. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. | Percentage of total allocation: £770 = 5% |
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| Intent | Implementation | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Develop the 5 fundamental movement skills (FMS) and build core strength in EYFS. The majority of children leave KS1 with the 10 fundamental movement skills. | Children in EYFS continue to have an additional PE session each week to develop the 5 FMS and prepare them for KS1. Assess the 5 FMS. Baseline assessment in KS1. Reviewed at the end of KS2 to track progress. | | Children's core strength is developed alongside their FMS. Tracked on PE Passport with evidence. Baselines were completed across the school at the start of the year. The final assessments, in July 2023, showed a significant increase in EYFS gross motor development compared to previous years data. |
| | | | Sustainability and suggested next steps: Time given for the SL and SLT to enhance the profile of the subject e.g., development of website, SGO through release time. SL to attend further training with MB. PE SL to monitor the PE lessons and planning to ensure they are addressing the gaps in the |

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| <p>All KS1/2 children are learning through a knowledge and skill-based approach using the PE Passport App. The development of these skills can then be applied to any sporting activity.</p> <p>Raise the profile of PESSPA within the school community, with parents, children, staff and governors. We intend to share our PE achievements through email, website development, sports day/ activity days.</p> | <p>PE Passport App. JP/ MB out of class to review and monitor standards. Update curriculum for next year. Cover for class.</p> <p>Pupil interviews</p> <p>Initial and final assessment per unit. Record on PE Passport. A gold, silver and bronze with whole class initial and end of unit assessment videos.</p> <p>Celebration of in school/out of school sporting/ PE achievements through certificates and other awards in assemblies.</p> <p>Annual competitive Sports Day. Track hire and awards.</p> <p>Parental involvement to raise the profile.</p> | <p>Teacher supply = £230 per day x2</p> <p>Hire: £200</p> <p>Awards: £110</p> | <p>There has also been an improvement in the FMS in KS1. This final assessment will inform the long-term plans for PE for each class in the next academic year 23-24.</p> <p>Assembly awareness- PE and sporting achievements are referenced to weekly in celebration assembly. Children are presented with trophies/ medals/ certificates from: swimming, football, boxing, martial arts, running clubs and for skill-based achievements etc.</p> <p>Children able to utilise their athletic skills in a large-scale athletic arena with running track; sand pit and high jump.</p> | <p>progress of the 10 FMS.</p> <p>End of year assessments to be completed and passed to the next class teacher by July 2023.</p> <p>Sign up to SGO following an initial meeting. Develop competitive sport and competitions for children across both Key Stages. Provide a range of competitive opportunities for children with cluster schools and events organised by external companies.</p> <p>Ensure Sport has a weekly section in our newsletter to inform parents of achievements and updates.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | | | | Percentage of total allocation: £230 = 2% |
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| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Subject leader to model, monitor and evaluate curriculum lessons.</p> <p>We intend for staff to have increased confidence in a range of sports, with the knowledge and skills to teach the National curriculum with confidence. For staff to be proud of the subject and raise the profile of the subject as a team.</p> <p>For TA's to become actively engaged within lessons, promoting the love of PE.</p> | <p>Team teaching, mentoring after monitoring. Regular review meetings with SLT. Pupil interviews.</p> <p>End of term assessments.</p> <p>Work with Lancashire Teaching Learning Consultant (J. Squires) and provide all staff with CPD in different areas of the PE curriculum.</p> <p>Subject Leader to attend regular CPD updates linked to PE.</p> <p>Embed the APP for assessment of progress in PE.</p> | <p>SL cover= £230 per day</p> | <p>All staff are now using the PE Passport App to record assessments and attendance at clubs/sporting events. This has ensured that we are tracking the progress in PE across school and know how to adapt our lessons.</p> <p>Pupil interviews have shown that children enjoy PE and the wide range of sports offered. Groups of children across KS1/2 have spoken to SL and advised preference for new clubs for the next academic year. Staff teaching PE feel confident in using the PE passport app.</p> <p>Staff have identified and tracked a gold, silver and bronze child in their class to demonstrate progress and attainment.</p> | <p>Coaching for new teachers and ECT with SL.</p> <p>Training new sports ambassadors for next year (once joined to SGO, they can offer this).</p> <p>PE SL to carry out monitoring and pupil interviews.</p> <p>Specialist sports/dance/gymnastic lessons for the professional development of the staff – LCC One CPD session per term – gymnastics, dance and outdoor learning.</p> <p>New after-school clubs to offer wider range of activities (dance, yoga).</p> <p>CPD training for SL/ HLTA. Level 5 coaching for HLTA.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | | | | Percentage of total allocation: £2550 = 14% |
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| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Additional achievements: Develop curriculum scheme of work and supplementary resources- ensure clear progression of sports and skills on the LTP (Long Term Plan).</p> <p>Increase range of extracurricular activities delivered after-school.</p> <p>Develop gifted and talented pupils and sports leaders.</p> <p>Participation in Outdoor Adventurous Activities and Residential.</p> <p>Organise whole school events with external coaches/ workshops to develop skills in a range of activities.</p> | <p>Purchase new equipment to deliver a wide and varied PE and school sport programme.</p> <p>Annual PE Safety Check on equipment and updates</p> <p>Use PE APP to track and monitor children who are attending clubs or haven't taken part in an event.</p> <p>Sports leaders to be established to support in clubs.</p> <p>Y6 to attend Outdoor Elements, OOA orienteering development.</p> <p>Y6 Residential at Whitehough. BFCiC facilities</p> <p>Springs Dance Company workshop</p> <p>JL Fitness Zumba workshop (whole school event)</p> | <p>£500</p> <p>£570</p> <p>£1000</p> <p>£300</p> <p>£180</p> | <p>Children have participated in a wider range of sport over the year in KS1 and KS2. This is monitored through the PE Passport app.</p> <p>More children are attending after-school clubs. Due to tracking, we can ensure each child is offered a place.</p> <p>Sports leaders feel a sense of pride and experience leadership.</p> <p>Children are now more confident to take part in activities outdoors and have developed confidence when solving problems and undertaking group work.</p> <p>They have more confidence in using a compass and maps in order to discover a new place. Children developed their orienteering skills in the outdoors.</p> <p>Children have experience of cultural</p> | <p>Book Go Velo – tots on tyres, Y6 bikeability training.</p> <p>Sign up to school SSP to develop extra -curricular activities.</p> <p>Further develop children's opportunities to access sports outside of school.</p> <p>Provide the opportunity of a live sporting event.</p> <p>Book OOA days for Y6 at Outdoor Elements.</p> <p>Appoint new Sports Ambassadors.</p> <p>Train our new Sports Ambassadors.</p> <p>Develop the role of Playground Pals/ leadership skills.</p> <p>Enhance the Sports Clubs that we</p> |

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| | | | <p>capital. They have experience of varied forms of dance that are interwoven through the curriculum.</p> <p>Pupils continue to see PE as a way of life as opposed to a subject and understand its importance to keep our mind and bodies healthy and happy.</p> <p>The profile of PE is consistently high.</p> | offer at school (Zumba, Tai Chi, Glow in the dark dodgeball, yoga) |
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| Key indicator 5: Increased participation in competitive sport. | | | | Percentage of total allocation: |
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| | | | | 0 % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To raise aspirations | School Sports Day – all children to access athletics in a local athletic arena. | See indicator 2 | Children able to utilise their athletic skills in a large scale athletic arena with running track and sand pit. | Develop intra – house competition for Key Stage 1 and Key Stage 2. |
| To promote the enjoyment of physical activity | Children to take part in the SWAT Cluster celebration day – carousel of sport activities provided by teaching staff and outside providers. | £0 SWAT event | Children have taken part in a competitive event with 11 other schools. | Consider joining Pendle SSP, alongside cluster school competitions, to develop competitive sports. |

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| To provide a range of competitive opportunities for all children to access across KS1 and KS2, through inter and intra school competitions. | | | Children have had access to high quality outside coaches. | |
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| Signed off by | |
| Head Teacher: | Rebecca Moulden |
| Date: | 30/07/23 |
| Subject Leader: | Jasmine Peel |
| Date: | 18/07/23 |
| Governor: | Wendy Harvey |
| Date: | 30/07/23 |